

English at Streeton Primary School

A word cloud centered on the words 'Books', 'Fiction', and 'Reading'. The words are in various colors and sizes, representing different aspects of the English curriculum. The largest words are 'Books' (red), 'Fiction' (green), and 'Reading' (purple). Other words include 'Presentation', 'Stories', 'Daily', 'Organisation', 'Spelling', 'Fluency', 'Waves', 'Conventions', 'Workshop', 'Sound', 'Narrative', 'Picture', 'Ideas', 'Model', 'Cafe', 'Descriptive', 'Listening', 'Word', 'Writing', 'Traits', 'Choice', 'Sentence', 'Voice', 'English', 'Viewing', 'Literacy', 'Speaking', 'Persuasive', and 'Eggs'.

Books Fiction Reading

Presentation Stories
Daily Organisation Spelling Fluency Waves Conventions Workshop
Sound Narrative Picture Ideas Model Cafe Descriptive Listening Word Writing Traits Choice
Sentence Voice
English Viewing Literacy Speaking Persuasive
Eggs

What does English comprise of?

The English curriculum is built around the 3 modes -

- Reading and Viewing
- Writing
- Speaking and Listening

These modes are mandated by the Department of Education and within each mode there are sets of outcomes students must achieve.

How a school chooses to meet these outcomes is at the discretion of the school.

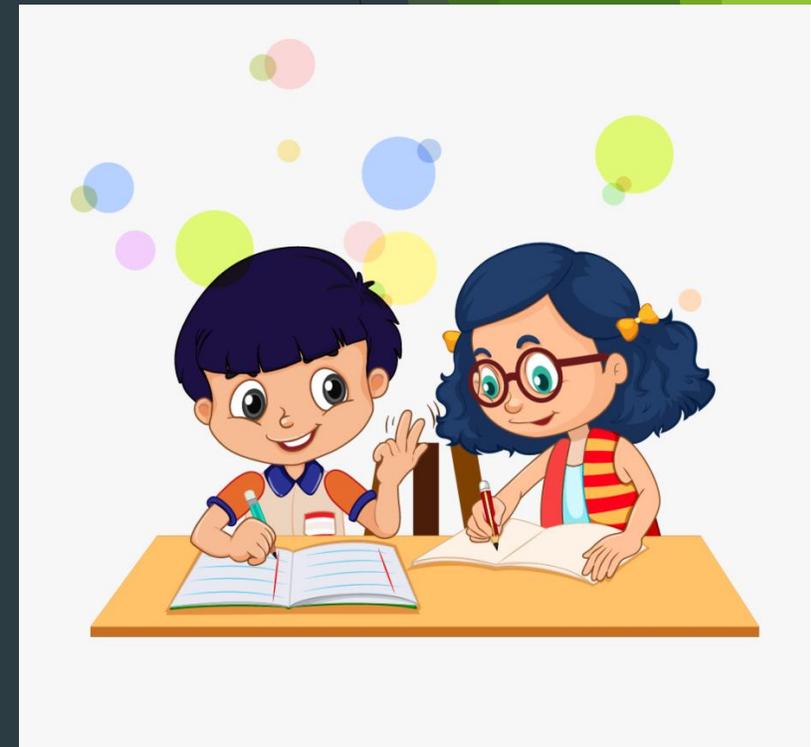
Streeton Primary School teachers have an excellent grasp of the English curriculum and we have in place some tried and tested programs to assist in the attainment of the required outcomes.



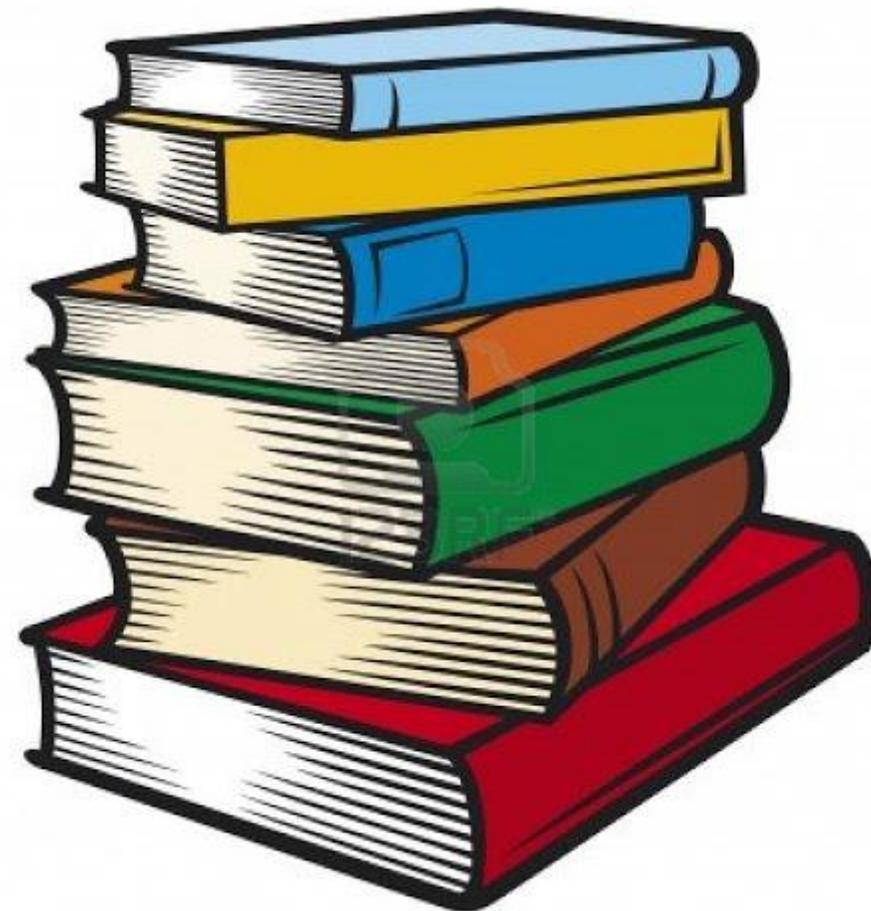
What does our Literacy block look like?

Our Literacy block consist of *Reading and Viewing* and *Writing* and embedded in both of these is *Speaking and Listening*.

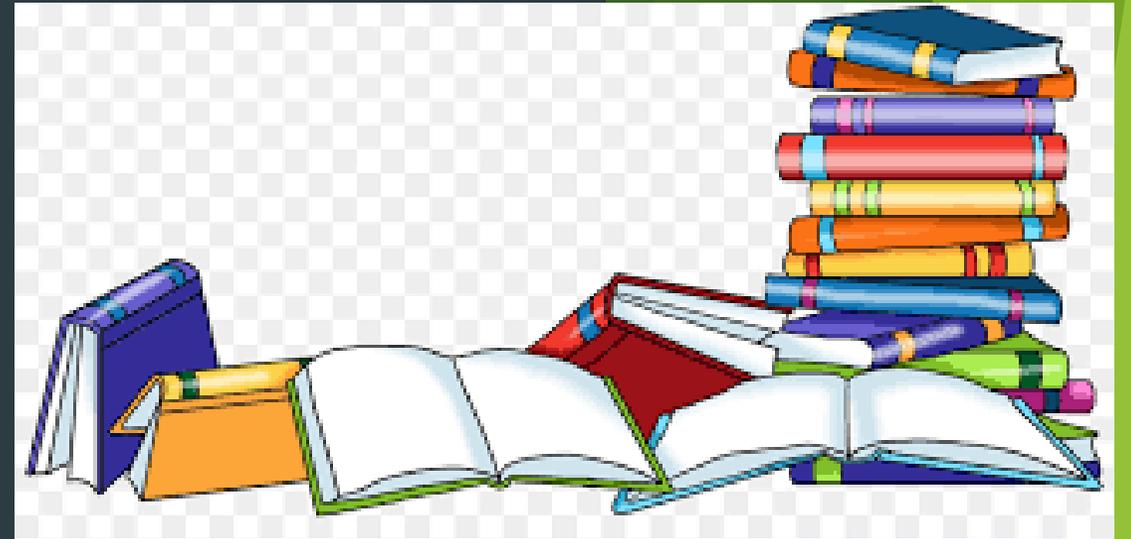
Not only is *Reading and Viewing*, *Writing* and *Speaking and Listening* within our Literacy block but they are also referenced and incorporated in all other curriculum areas.



Reading



Reading



All reading sessions are broken into 3 parts –

- Whole
- Part
- Whole

Reading - Whole - The Purpose

- Shared reading/group reading - big book or small piece of text. Explicit teaching to explore specific skills and strategies.
- Learning Intention and Success Criteria are identified and visible.
- Explain the narrative or 'story' to the students. Why are we learning about this?
- Engage prior knowledge.



Reading - Part - The Purpose

- Teaching, Small Group or Individual work.
- Teachers provide scaffolded learning experiences for student to practise, synthesise and consolidate learning.
- Reading sessions are engaging, often open-ended and are at an appropriate level of challenge.
- Teachers provide differentiated learning experiences; this may include flexible groups.
- Explicit strategies are taught so children can understand and apply literacy processes.



Reading - Whole - The Purpose



- *A Share Time* at the end of the session is provided to discuss learning that has taken place.
- Students reflect and share their knowledge and learning.

Reading - Foundation to Year 2

- Guided Reading

Whole - Shared Reading

- The teacher selects a 'big book'
- The front cover is used to stimulate interest and curiosity
- Connections are made to prior learning
- The Learning Intention is made clear to the students. What are we going to be learning when reading the shared text?
- Explicit teaching of reading strategies, text features and reading behaviours

Daily Shared Reading of texts with enlarged print enables low-risk participation by all students.

Reading - Foundation to Year 2

- Guided Reading

Part - Teaching Group

- The teacher selects an appropriate text (1 copy per child).
- The students are then tuned in to reading. Discuss the topic and link to student related experiences.
- **Book Introduction** - Teachers guide students, focussing their attention on the meaning, details in the illustrations and new vocabulary that may be introduced.
- **Explicit Teaching** - Explain the strategy or skill e.g. Reading for meaning, decoding strategies or comprehension strategies.
- **Independent reading** - Each student then reads their own copy at their own pace. The teacher listens to individuals read sections of the text, providing prompts when/if necessary.
- **Discussion** - Share responses to focus on comprehension. Students are invited to ask questions to clarify their understanding e.g. Thinking *within*, *beyond* and *about* the text. Make text to self, text to text and text to world connections.
- **Review** - Revisit the text to demonstrate or reinforce skills and strategies.



Reading - Foundation to Year 2

- Guided Reading

Part - Teaching Group

- Students are grouped according to like needs and reading level.
- Explicit teaching of strategies and reading behaviours, based on ongoing assessment data.
- Use a range of fiction and non-fiction texts and text types.

Depending on the level of each group, teaching approaches can include:

- Language Experience (Beginning and Emergent readers)
- Shared Reading (Beginning and Emergent readers)
- Guided Reading (Emergent, Early and Fluent readers)
- Conferences with small groups or individuals

Reading - Foundation to Year 2

- Guided Reading

Part - Group or Independent Work Group -

- Students apply concepts and skills learnt to a variety of activities and tasks.
- These tasks are matched to student ability and need.
- In the group or independent work the students will continue to practise a range of reading strategies and behaviours, increase known bank of words, and practise reading using a variety of text types.

Activities may include -

- Vocabulary
- Book Response
- Comprehension
- Listening to Reading
- Word Games
- Read to Self

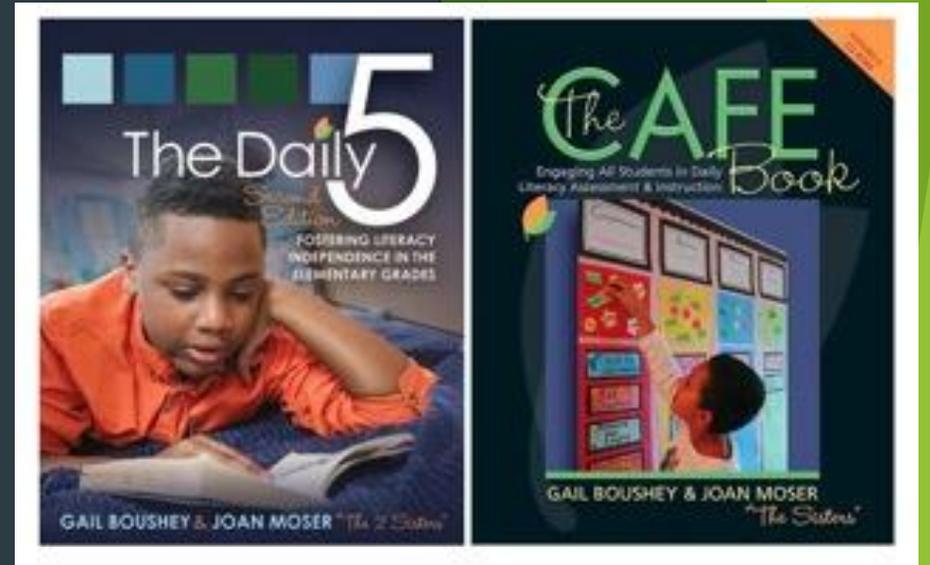
Reading - Foundation to Year 2

- Guided Reading

Whole -

- Make explicit links to the Learning Intention.
- Discuss strategies used, encouraging students to identify and demonstrate a conscious awareness of the process involved in reading.
- Students give feedback on what they have learnt.
- Celebrate reading achievements (group and individual).
- Make links to student goals.

Reading - Year 3 to Year 6



Daily 5 - Read to Self, Read to Someone, Listen to Reading, Work on Writing and Word Work

CAFE - Comprehension, Accuracy, Fluency and Expand Vocabulary

Reading - Year 3 to Year 6 - Daily 5



Daily 5 is a classroom management framework for teaching literacy and independent learning behaviour. Students read and write on their own while the classroom teacher teaches *one-on-one* and *small groups*.

Reading - Year 3 to Year 6 - The Daily 5



Daily 5 is a literacy framework that -

- Instils behaviours of independence.
- Creates a classroom of highly engaged readers, writers and learners.
- Provides teachers with time and structure to meet diverse student needs.

During Daily 5, students select from five authentic reading and writing choices, working independently toward personalised goals, while the teacher meets individual needs through whole-group and small-group instruction, as well as one-on-one conferring.

Reading - Year 3 to Year 6 - CAFE

The CAFE Literacy System ensures students master reading skills through a set of strategies which they apply while they complete daily reading and writing activities. Ongoing assessment is used to match each student with the best strategy or strategies related to each of the four key components of successful reading.

Comprehension -

I understand what I read.

Accuracy -

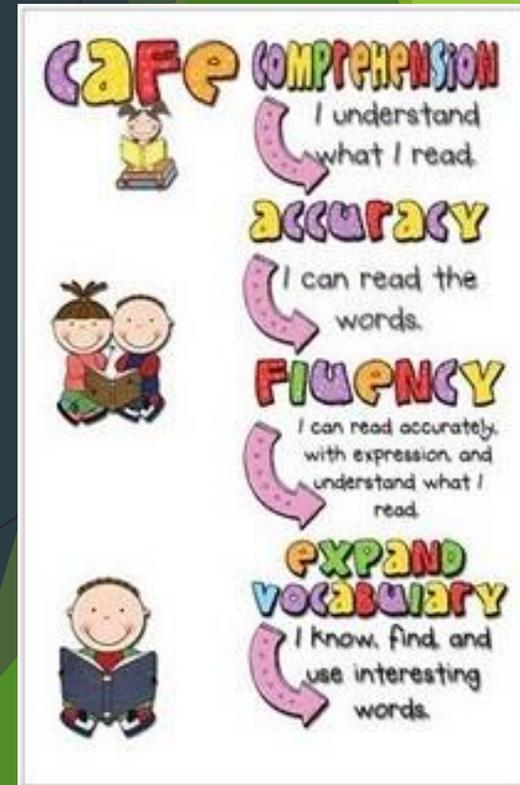
I can read the words.

Fluency -

I can read accurately, with expression, and understand what I read.

Expand Vocabulary -

I know, find, and use interesting words.



Reading - Year 3 to Year 6 - CAFE

The system helps teachers -

- establish and track the strengths and goals of each child by providing a structure for conferring
- organise assessment data and use it to inform instruction
- maximise time with students in whole-group, small-group, and one-on-one settings
- create flexible small groups focussed on specific reading needs
- engage students, fostering ownership and accountability to reach goals
- develop a common language to talk about reading development and proficiency

The CAFE System is delivered through the structure and framework of The Daily 5, which builds independence and stamina.

Reading - Year 3 to Year 6 - CAFE

Whole - Shared Text

- Stimulate interest and curiosity
- Connect to prior learning
- Make the Learning Intention clear to students
- Explicit teaching

Reading - Year 3 to Year 6 - CAFE

Part - Strategy Group

- Teachers conference regularly with individual students. This is with a student selected 'good fit' text or running record. During conference the teacher will identify one of the CAFE strategies to assign each student e.g. 'Back up and re-read'. This strategy becomes their personal reading goal.
- Students with the same personal reading goal will form a small teacher lead strategy group. These groups are fluid and will change as each student has demonstrated competency in that area. Some students may remain in the same group for some time, others only for one or two sessions.
- Strategy group sessions run for approximately 10 minutes. The teacher will explicitly teach the skills required to master that strategy. A follow up activity may also be set. Students bring and use their own good fit text for the session.

Reading - Year 3 to Year 6 - CAFE

Part - Individual Conferences

- Teacher observes individual students reading
- The strategy is taught and reinforced
- Students practise reading using the strategy
- The teacher plans the next step for the individual student
- Encourage the student to practise and articulate the goal and strategy focussed on - this makes links to Student Agency



Reading - Year 3 to Year 6 - CAFE

Part - Independent Learning - Students

- Students apply concepts and skills learnt through a variety of activities and tasks matched to student ability and need
- Balance activities to allow students to continue to practise a range of reading strategies and behaviours, using a range of text types
- Read to self
- Read to someone
- Listen to reading
- Word work and word analysis (not practising spelling)
- Activities to practise reading strategies with a range of texts
- Reading and responding to text, individually, with a partner or in a small cooperative group



Reading - Year 3 to Year 6 - CAFE

Whole - Share Time

- Make explicit links to the Learning Intention
- Students give feedback on what they have learnt and reflect on individual goals - Student Agency
- Discuss strategies used, encouraging students to identify and demonstrate a conscious awareness of the process involved in reading
- Celebrate reading achievements (group and individual)

Writing



Let's Write!

Writing Across the School

The Writing Workshop Model
- The how

The Structure -

- Whole - mini lesson
- Part - writing time
- Whole - share time



Writing Across the School

The Writing Workshop Structure



■ 10 - 15 mins for minilesson

■ 35 - 45 mins for writing

■ 5 - 10 minutes for share

Writing Across the School

Whole -

- Stimulate interest and curiosity
- Make the Learning Intention clear to students
- Conduct a mini lesson
- Connect to prior learning
- Explicit teaching of aspects of writing including; text features, writing concepts and conventions and the necessary strategies (including spelling, grammar and punctuation) to write in a variety of forms
- 6 + 1 Traits of Writing - Ideas/Content, Organisation, Word Choice, Sentence Fluency, Voice, Conventions + Presentation.

Teaching approaches: Modelled Writing and Shared Writing - The teaching approach selected will depend on the explicit focus of the session, the subject matter being written about and students' experience with the text type.

Writing Across the School

Part - Teacher

- The teacher selects a small group of students with like needs
- Explicit teaching of writing concepts, conventions, strategies and aspects of writing
- Teaching approaches are selected according to the level and needs of students and can include -
 - Shared Writing
 - Language Experience
 - Interactive Writing
 - Guided Writing

Writing Across the School

Part - Student

- Students engage in **independent writing**, applying knowledge, skills and understandings gained about the aspects of writing from the explicit teaching focus (6 + 1 traits) and engagement in the writing process to write their own texts.
- They work through the phases of writing, and may revise or publish pieces previously written. They are provided with opportunities to select topics and/or text types.

Writing Across the School

Whole -

- Make explicit links to the Learning Intention
- Reflect on individual goals (Student Agency) and student feedback
- Author's chair (Allow audience members to provide feedback, offer suggestions and form opinions about the writing being shared)
- Celebrate writing achievements

Writing Across the School

6 + 1 Traits of Writing - The what

THE SIX TRAITS OF WRITING

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<h3>CONVENTIONS</h3> <p>Make it easy to read.</p>  <ul style="list-style-type: none">-Use neat handwriting.-Use capital letters in the right places.-Use the proper punctuation.-Leave spaces between words.-Spell sight words correctly.-Use proper grammar.	<h3>IDEAS</h3> <p>Make it engaging.</p>  <ul style="list-style-type: none">-Choose an interesting topic.-Present a clear main idea.-Give good supporting details.-Hold your readers' attention.	<h3>VOICE</h3> <p>Write From your point of view.</p>  <ul style="list-style-type: none">-Decide who your audience will be.-Let your readers "see" how you feel about a topic.-Write as if you were speaking to your readers.-Make your readers think about what you have to say.
<h3>WORD CHOICE</h3> <p>show, don't tell.</p>  <ul style="list-style-type: none">-Use words to help the reader "see" what is written.-Use strong verbs and interesting and exciting descriptive words.-Use words and phrases that catch the readers' attention.	<h3>ORGANIZATION</h3> <p>Make it easy to follow.</p>  <ul style="list-style-type: none">-Write so readers know your purpose.-Include an attention-getting beginning, an interesting middle, and an ending that makes your readers think.-Use transition words.	<h3>FLUENCY</h3> <p>Make it easy.</p>  <ul style="list-style-type: none">-Make your writing fun and easy to read aloud.-Use words that match the mood of your writing piece.-Write sentences that make the meaning clear.-Vary sentence length and structure.

Writing Across the School

6 + 1 Traits of Writing

- During the Writing Workshop Model teachers use mentor/model texts to support writing.
- Mentor/Model texts are used by teachers to make connections to the traits.
- Mentor/Model texts help students ‘see’ what it looks like when a writer uses a strategy or crafting technique.
- Students learn they can learn from other writers.

Writing Across the School

6 + 1 Traits of Writing - Conferences

- During the Writing Workshop Model teachers conduct small group activities and conferences.
- In conferences teachers use the Admiring Lens and then suggest an opportunity for improvement.
- Teachers use the Admiring Lens to identify something the writer/student has done well.
- The teacher will explicitly name this to the writer/student.
- The teacher will be specific about what they have done and why it works. E.g. 'You have used a really strong opening here. Starting with a question really grabs my attention and makes me want to keep reading.'

Spelling



Spelling at Streeton

Sound Waves

Sound Waves is a systematic synthetic phonics and word study program proven to effectively teach spelling and reading skills.

The Sound Waves synthetic phonics approach focuses on the process of synthesising (i.e. taking small parts and putting them together to form a whole). It uses a *sound-to-letter* strategy which acknowledges that sounds can be represented more than one way in written form. This approach focusses first on phonemes - the basic units of sound. It then explores the letters that represent these sounds and how they can be put together to form written words.



Spelling at Streeton

Sound of the Week -

- Students usually study one phoneme per week.

How can you help -

- Ask for the Sound of the Week and look for it in words you read.
- Look at the ways this sound is represented in those words.
- Play simple, fun games and activities to do at home such as using magnetic letters on the fridge to write spelling words, typing spelling words on the computer or playing Hangman and Memory.

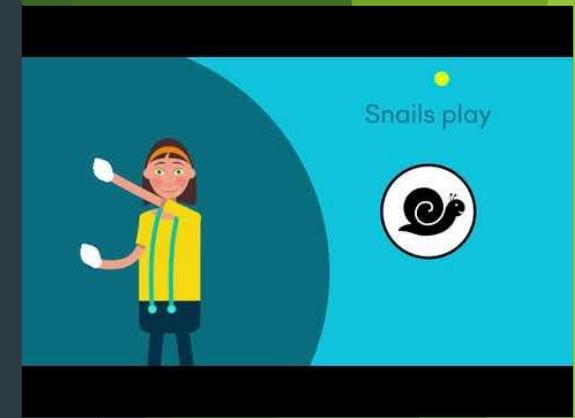
Spelling at Streeton

Sound Waves

The Sound of the Week is . The most common graphemes that represent this sound are **j**, **g**, **ge** and **dge**.

You'll find this sound in words such as **jellyfish**, **giraffe**, **barge** and **bridge**.

Spelling at Streeton



Sound Waves

Successful spelling relies on understanding that words can be constructed from meaningful parts such as prefixes, suffixes and Greek and Latin roots.

Sound Waves provides everything teachers need to explicitly teach students the meaning and spelling of these word parts, which allows them to read and spell complex words correctly.

Spelling at Streeton

Sound Waves - Explicit Teaching

Explicit teaching is a highly effective approach for introducing phoneme-grapheme relationships, spelling strategies and language concepts which is why it forms the basis of all Sound Waves lessons.

Magic 100 Words

Magic 100 Words (1-100 words) make up 50% of the words in reading.

Magic 200 Words (101-200 words) make up 65% of the words in reading.

Magic 300 Words (201-300 words) make up 70% of the words used in reading.

Learning the Magic Words rapidly improves reading, increases fluency and develops comprehension.



Magic 100 Words

Mastering the 100 most commonly used words in English is essential to every child's reading success. Magic 100 Words make up **HALF** of all reading!

Words like 'the', 'I', 'in' and 'and' are in every book, newspaper and magazine.

The 9 Golden Words are the most common words in reading and make up $\frac{1}{4}$ or one in every four words.

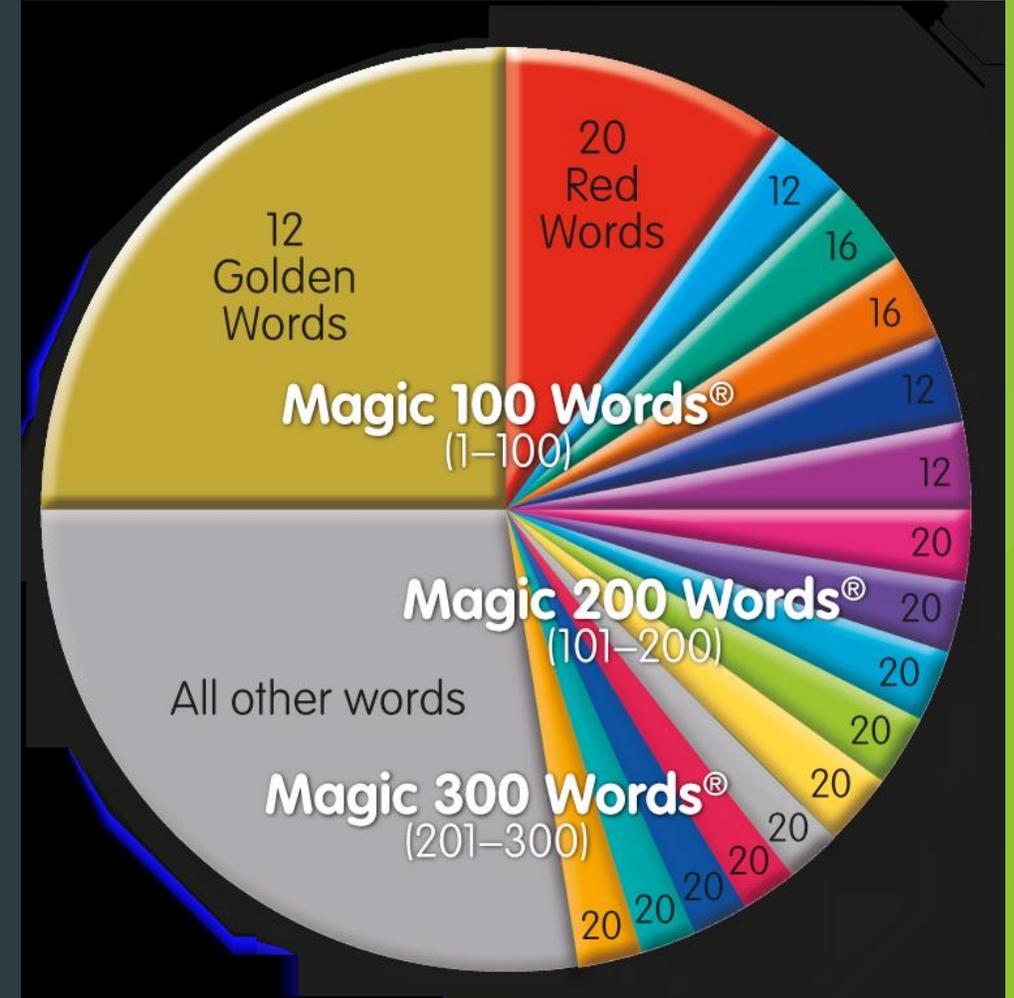
Learning the **9 Golden Words** allows children to begin reading little books. Children can begin reading small repetitious books, using the pictures, like 'This is a dog.' 'This is a cat.' 'This is a bird.'

Magic Words are the most common words in English and are the most important words in learning to read.

a	and	be
I	in	is
it	of	that

Magic 100 Words

- Learning the most commonly occurring words in English is essential to every child's reading success.
- The Magic Words make up 70% of all words in reading and writing.
- The Magic Words have been divided into coloured levels according to their frequency.
- Golden Words, Red Words, Blue Words, Green Words, Orange Words, Indigo Words and Violet Words are contained in the first 100 words. At Streeton Primary School we also utilise Silver and Bronze Words which are introduced after the Golden Words.
- Pink Words, Purple Words, Aqua Words, Lime Words and Lemon Words are the 101-200 Words.
- Ruby, Amber, Sapphire, Pearl and Jade are the 201-300 Words.



Dates for Your Diary

- Open Morning for Foundation 2021 -
Saturday 14th March - 10am - 12midday
- Open Afternoon -
Thursday 19th March - 2:30pm - 3:30pm
- Maths/Numeracy Information Night -
Monday 25th May 6:30pm - 7:30pm



Growth from Foundation to Year 6

Please have a look in the Junior Grades to see the growth from Foundation to Year 6.